



## Course Specifications

<b>Course Title:</b>	MARKETING RESEARCH
<b>Course Code:</b>	MKT-310
<b>Program:</b>	Bachelor of Science of Business Administration in Marketing [BSBA]
<b>Department:</b>	Department of Marketing
<b>College:</b>	College of Business Administration, Al Kharj
<b>Institution:</b>	 PRINCE SATTAM BIN ABDULAZIZ UNIVERSITY COLLEGE OF BUSINESS ADMINISTRATION DEPARTMENT OF MARKETING (P.O. BOX 173, AL-KHARJ 11942,

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> 5 <sup>th</sup> Level (Sem.) / II Year
<b>4. Pre-requisites for this course (if any):</b> MGT-201
<b>5. Co-requisites for this course (if any):</b> NONE

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	35	80
2	Blended	7	20
3	E-learning		
4	Distance learning		
5	Other		
	<b>Total</b>	<b>42</b>	<b>100</b>

### 7. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1	Lecture	35
2	Laboratory/Studio	
3	Tutorial	
4	Others (assignments, library, project work)	7
	<b>Total</b>	<b>42</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description:

This course introduces to the student, the basic concepts and processes of marketing research and its role in the modern business environment. It discusses the methodology used in gathering, recording, and analyzing marketing data to aid executives in making marketing decisions. The course will stress the real-world practice of marketing research, including the theoretical aspects and data analytic tools based on statistical techniques.

### 2. Course Main Objective:

The main objective of the course is to illustrate the importance of marketing research in the field of marketing and understanding consumer behavior to its core. It enables the student how to utilize customer and environmental information to take better decisions in the marketing department. This course focuses on the basics of marketing research and elaborates on marketing data collection methods, classification of data, analysis of and how to interpret the results to formulate appropriate solutions to marketing problems and other marketing decisions. Prepares students to build their careers as market analysts or data analysts in any company or research consultancy firm.

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding</b>	
1.1	Explain the concepts & steps in marketing research in the context of the modern business environment	
1.2	Overview of the relevant types of research designs i.e. broadly qualitative and quantitative	
1.3	Describes the qualitative issues involved in sampling and its techniques	
1.4	Writing about the treatment of marketing research data analysis with the help of software	
1.5	Explicate the marketing research findings & solution suggested and preparation of the research report accordingly	
2	<b>Skills :</b>	

CLOs		Aligned PLOs
2.1	Evaluate the role & importance of marketing research in the corporate environment	
2.2	Interpretation of the various research techniques such as Likert or ranking methods of evaluation	
2.3	Illustrate the use of sampling techniques and designing the questionnaire	
2.4	Critical understanding of the use of SPSS in quantitative data analysis	
2.5	Interpret the analysis, findings, suggestions & conclusion in a formal market research report	
<b>3</b>	<b>Values:</b>	
3.1	HONESTY: Imparting values among students so that they embody high ethical standards. Learn to add value to the organization they work for and the customers they serve in the future. Also, adhere to all applicable laws and regulations in promoting any product or service. Work to foster trust and faith in the marketing communication system with all stakeholders. They learn the importance of fair dealing in establishing an efficient exchange process.	
3.2	TRANSPARENCY: Learn to promote quality product and their benefits at fair prices. Disclose all the terms and conditions, safety measures, and warranties. Transparency should be maintained in the packaging and labeling of the products disclosing the price, ingredients, and environmental friendliness.	
3.3	COMMITMENT: Students learn to stand behind delivering product services and benefits at all times. Inculcate values to recognize special commitment segments such as children and elderly customers. Handle customer grievances honestly and according to company norms. Reject manipulation that harms customer trust, avoid forceful selling, and attempt to develop mental and intellectual satisfaction of customers.	

### C. Course Content

No	List of Topics	Contact Hours
1	<b>Introduction to Marketing Research:</b> Basic Concepts and Steps in Marketing Research, Role of Marketing Research in the modern business environment, Marketing Research for marketing mix decisions	

		9
2	<b>Types of Research &amp; Marketing Research Design:</b> Primary – Secondary – Qualitative - quantitative Research, Qualitative - Descriptive - Causal Research design, Secondary data	8
3	<b>Gathering and Collecting Data:</b> Sampling – Types of Sampling – Probability sampling – Simple – Systematic – Stratified – cluster. Nonprobability sampling – Convenient – Judgement – Quota sampling. Designing the Questionnaire	9
4	<b>Data Analysis and Interpretation:</b> Process of Analyzing qualitative data – Data reduction – Data display – Conclusion drawing – Analysis. Applying SPSS for quantitative data analysis	9
5	<b>Findings, Research Report Generation and Presentation:</b> Findings for marketing decisions. Format of the marketing research report. Critical nature of presentations.	7
<b>Total</b>		

## D. Teaching and Assessment

### 1. Alignment, of Course, Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge and Understanding</b>		
1.1	Explain the concepts & steps in marketing research in the context of the modern business environment	Lectures with examples, conceptual framework, book notes & references, research article references, internet references, PPTs, and handouts	Quizzes, mid-terms, and final examinations of the coursework covered
1.2	Overview of the relevant types of research designs i.e. broadly qualitative and quantitative		
1.3	Describes the qualitative issues involved in sampling and its techniques		
1.4	Writing about the treatment of marketing research data analysis with the help of software		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.5	Explicate the marketing research findings & solution suggested and preparation of the research report accordingly		
<b>2.0</b>	<b>Skills</b>		
2.1	Evaluate the role & importance of marketing research in the corporate environment	Mini Project Preparation, Relevant Case Studies, Assignment Preparation, Group Presentation, Tables & figures, diagrams & pictures Saudi company websites engaged in the services sector, industry reports, comparative studies, Workshop on SPSS, etc.	Evaluation of case study presentation skills, mini project & group presentation skills, assessment of the application of theoretical framework through written assignments skills, observing interpretation abilities of data, etc. However, it is in the range of assessment of coursework
2.2	Interpretation of the various research techniques such as Likert or ranking methods of evaluation		
2.3	Illustrate the use of sampling techniques and designing the questionnaire		
2.4	Critical understanding of the use of SPSS in quantitative data analysis		
2.5	Interpret the analysis, findings, suggestions & conclusion in a formal market research report		
<b>3.0</b>	<b>Values</b>		
3.1	HONESTY: Imparting values among students so that they embody high ethical standards. Learn to add value to the organization they work for and the customers they serve in the future. Also, adhere to all applicable laws and regulations in promoting any product or service. Work to foster trust and faith in the marketing communication system with all stakeholders. They learn the importance of fair dealing in establishing an efficient exchange process.	Role-playing, Group Discussion, Debate, Devising plans, Data Analysis & Interpretation, Workshop on SPSS, etc.	Examining mini-projects, evaluating classroom activities, assessing students' discussion, logical abilities & speaking capabilities, etc.
3.2	TRANSPARENCY: Learn to promote quality product and their benefits at fair prices. Disclose all the terms and		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
	conditions, safety measures, and warranties. Transparency should be maintained in the packaging and labeling of the products disclosing the price, ingredients, and environmental friendliness.		
3.3	COMMITMENT: Students learn to stand behind delivering product services and benefits at all times. Inculcate values to recognize special commitment segments such as children and elderly customers. Handle customer grievances honestly and according to company norms. Reject manipulation that harms customer trust, avoid forceful selling, and attempt to develop mental and intellectual satisfaction of customers.		

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quizzes (best of two)	2 <sup>nd</sup> , 6 <sup>th</sup> ,	10%
2	Mid Terms (two)	4 <sup>th</sup> , 8 <sup>th</sup>	30%
3	Class Participation (presentation & discussion of mini-projects, case study & assignments, etc.)	7 <sup>th</sup> , 9 <sup>th</sup>	10%
4	Final Examination	After completion of the 10 <sup>th</sup> Week	50%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for the availability of faculty and teaching staff for individual student consultations and academic advice :**

Office Hours: 6 hours per week



## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	Joseph F. Hair, Mary F.Wolfinbarger, David J.Ortinau, Robert P.Bush. (2008),” <i>Essentials of Marketing Research</i> ”, New York, Mc Graw Hill,3 <sup>rd</sup> e.
<b>Essential References Materials</b>	<ul style="list-style-type: none"> <li>• Paul Hague and Peter Jackson, “<i>Market Research: A Guide to Planning, Methodology, and Evaluation</i>” Kogan Page, 2e.</li> <li>• Paul Baines and Bal Chansarkar, (2002), “<i>Introducing Marketing Research</i>” John Wiley &amp; Sons Ltd.</li> <li>• Naresh K. Malhotra and Mark Peterson (2006), “<i>Basic Marketing Research</i>”, Prentice Hall. 2e.</li> </ul>
<b>Electronic Materials</b>	<ul style="list-style-type: none"> <li>• <a href="http://www.marketresearch.com">www.marketresearch.com</a></li> <li>• <a href="http://faculty.sau.edu.sa/a.ajina">http://faculty.sau.edu.sa/a.ajina</a></li> <li>• <a href="http://www.marketingpower.com">www.marketingpower.com</a></li> <li>• <a href="http://www.ijmr.com">www.ijmr.com</a>.</li> <li>• <a href="http://www.elsevier.com">www.elsevier.com</a>.</li> <li>• <a href="http://www.aabri.com">www.aabri.com</a>.</li> <li>• <a href="http://www.jstor.org">www.jstor.org</a></li> <li>• <a href="http://www.marketingintelligences.com">www.marketingintelligences.com</a></li> </ul>
<b>Other Learning Materials</b>	Relevant videos cases and websites of service-oriented companies in KSA

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Lecture room with a capacity of at least 30 seats/group and 4-groups required
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Smart Board with Internet Facility as well as one PC for each student, depending on the class-size
<b>Other Resources</b> (Specify, e.g. if specific laboratory	N/A

Item	Resources
equipment is required, list requirements or attach a list)	

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
<p><b><i>Effectiveness of Teaching:</i></b> At the end of each academic semester, students' feedback is taken. A survey form entitled, Course Evaluation Survey (CES) provided by NCAAA is administered by the Quality &amp; Development Unit regularly using the Survey. The results are communicated to the faculty members.</p>	Students	Feedback through Survey
<p><b><i>Evaluation of Teaching by the Program/Department Instructor:</i></b></p> <p>A senior faculty from the college/department nominated by DC visits the class and observes at least 2-3 classes during the entire semester. Peer observer provides his feedback on a template provided by the Deanship of Development &amp; Quality viz. class observation form for developing the teaching-learning process.</p> <p><b>And</b></p> <p>At the end of each semester, the course instructor self-reflects on his experiences during the semester and prepares the course report, which is discussed at the DC/CC for further improvement.</p>	Program Instructor and Peers	Observation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
	Self	Self-Reporting (to be discussed in DC)

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	